

Georgia Child Care Council



2002 - 2003

Applications & Guidelines

*** EARLY CHILDHOOD / SCHOOL AGE PROGRAMS**

*** QUALITY IMPROVEMENT PROJECTS**

Release Date: Wednesday, March 6, 2002

Deadline: 5:00pm, Wednesday, April 17, 2002

Georgia Child Care Council
2987 Clairmont Road, Suite 220
Atlanta, GA 30329-1687
Phone 404-679-4880
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www.gachildcare.org

Applicant Bidder's Conference

Friday, March 22, 2002

10:00 a.m. to 3:00 p.m.

at

Central Georgia Technical College
(formally Macon Technical Institute)

2200 Macon Tech Drive

Macon, GA 31206

478-757-3400

We will be meeting in the Auditorium of Building H

Agenda

Grantwriting Techniques Workshop	10:00 a.m. to 12:00 p.m.
Lunch (on your own)	12:00 p.m. to 1:00 p.m.
Question/Answer Session	1:00 p.m. to 3:00 p.m.

No registration is required and attendance is optional for both sessions.

From the North

Take 1-75 S to 1-475 S. Take Exit 3 (US 80/Eisenhower Parkway). Turn left. Go approximately 2.5 miles until you see *Applebee's* and *Rooms to Go* on the right and Macon Mall on the left. Turn right between *Applebee's* and *Rooms to Go*. Go to the top of the hill where the road dead ends and then turn left. Follow the road around to the H-Building at the back of the campus.

From the South

Take 1-75 N to 1-475 N. Take Exit 3 (US 80/Eisenhower Parkway). Turn right. Go approximately 2.5 miles until you see *Applebee's* and *Rooms to Go* on the right and Macon Mall on the left. Turn right between *Applebee's* and *Rooms to Go*. Go to the top of the hill where the road dead ends and then turn left. Follow the road around to the H-Building at the back of the campus.

IMPORTANT!

Read this page before you continue.

The *Georgia Child Care Council 2002-2003 Applications & Guidelines* include four (4) sections.

All applicants need to review the information in Sections I and IV.

Please note, there are two (2) different applications included in this packet.

It is important that you make sure you are completing the correct application.
Completing the wrong application will disqualify you from the review process.

Section I is for all applicants to review. Section I includes general application guidelines, eligibility and contract requirements. Read this section first, to verify that you can meet all of the requirements of a contract. Section I can be found on pages 3-11.

Section II includes the application questions and documents for Early Childhood / School Age Programs wanting to apply for funds. The ECE/SA application begins on page 12 and ends on page 24.

Section III includes the application questions and documents for Quality Improvement funds. These funds are for organizations and agencies with the ability to provide services, such as training and technical assistance, to a large number of people in a large geographic area. The application for Quality Improvement Projects can be found on pages 25-36.

Section IV is for all applicants and contains additional resource information such as phone numbers and directions. The resource information can be found on pages 37-51.

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I. Eligibility Requirements

Individuals, organizations, and agencies applying for the Child Care Development (CCD) Funds must meet the following eligibility requirements:

1. **Applicants:** Private for-profit, non-profit organizations and agencies, public entities, or individuals are eligible to apply for CCD Funds.
2. **Previous Contractors:** Early Childhood and School Age applicants that have received funding from GCCC for three consecutive contract years are not eligible to apply for a fourth year of funding. For the 2002-2003 contract year, applicants are not eligible to apply if they contracted with GCCC for all of the following contract years: 2001-2002, 2000-2001, and 1999-2000. The Council believes that by setting such a limitation, more providers in Georgia will have an opportunity to receive funds to improve their programs.
3. **Site of Service:** Applicants must provide services in the state of Georgia.
4. **Population served:** Applicants who are child care providers must provide services to low income families. Children of families with low-incomes must represent a minimum of 25% of a program's total enrollment. Examples of how to determine low-income eligibility could include using the percentage of children enrolled receiving DFCS subsidies, qualifying for CACFP free/reduced meals, and/or qualifying for Early Head Start/Head Start. Income eligibility can also be determined by using the following chart:

Annual Maximum Allowable Income per Family Size

Number of Family Members	2	3	4	5
Maximum Gross Annual Income to Quality	\$38,076	\$42,828	\$47,592	\$51,396

5. **Inclusion of Children with Disabilities:** All child care programs must have a written plan on file that outlines the policies and procedures for including children with disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990.
6. **Age of Children to be Served:** Programs requesting CCD Funds under the category of Early Childhood must use the funds for children between the ages of birth and three.

A program requesting funds under the category of School Age must use the funds for children ages five to twelve. Children must be younger than 13 years of age as of September 1, 2002. The only exceptions are children under age 18 who are physically or mentally incapable of caring for himself or herself.

*Children who are **four years old** before September 1, 2002 are eligible for Georgia's Pre-Kindergarten Program and/or Head Start during the traditional school year. Therefore, the Council will not invest in services for this age group during the school year. **We will invest in full day programs for this age group during the summer months.***

7. **Licensing:** All child care providers must be licensed by the state of Georgia or be legally exempt from licensure. Programs that are exempt from licensing because they provide drop-in care are not eligible for funding. Licensed or exempt programs that serve children full time but might have a few children who attend on a drop-in basis are eligible to apply. **Programs must have the licensed capacity to serve nineteen (19) or more children.**
8. **Hours and Days of Operation:** All child care programs are expected to offer services to parents Monday through Friday, including school holidays and vacation periods, other than legal holidays, for the entire contract year (October 1, 2002 through September 30, 2003). Legal holidays are: New Year's Day, Martin Luther King, Jr. Day, President's Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veteran's Day, Thanksgiving, and Christmas.

School age care programs are expected to operate full days on teacher planning days, school holidays (winter, spring, and summer breaks), and non-federal holidays. Summer care programs should run the equivalent of a school day plus after school care (i.e. at least 8:00 a.m. to 6:00 p.m.).

If a school age care program does not provide full day care during winter, spring, or summer breaks, the program must collaborate with other programs within the community so that care is offered to working families throughout the year. A current letter documenting the collaborative agreement must be submitted with your application.
9. **Resource and Referral Agencies:** All programs currently operating must be registered with the Child Care Resource and Referral Agency in their region. Contact information can be found on pages 40-42.
10. **Audits:** Non-profit organizations that have not contracted with the Department of Human Resources during the 2001-2002 fiscal year must submit an organizational audit or financial statement from previous fiscal year with the Application. This is a requirement from the DHR Office of Audits. Call the Office of Audits at 404-656-9290, if you have any questions. Any organization on DHR's delinquent audit list at the time funding decisions are made will not be considered.
11. **Quality Initiative:** All applicants must choose an initiative to improve the quality of their program during the contract year. Additional information about these choices can be found on pages 14 and 16.
12. Although not a requirement, preference will be given to applicants that demonstrate that they meet the following criteria:
 - A. Have investments from at least one other source within their community.
 - B. Have stable leadership from within their community.
 - C. Have a history as a service provider within the community or have a partnership with such an organization.
 - D. Are committed to using accreditation guidelines (for example, NAEYC, NECPA, or NSACA) with the ultimate goal of becoming accredited.

Contract Requirements

Your organization should understand the following requirements before writing and submitting an application to the Georgia Child Care Council. Confirm with your organization's board of directors, administration, governing body and/or fiscal agent that the organization can comply with these requirements.

1. **If you are selected for funding, all contract funds must be requested on a reimbursable basis.** Contractors should have sufficient cash flow to cover the first forty-five (45) days of service prior to reimbursement by the Department of Human Resources. Contractors must spend their own funds first, then a reimbursement request may be made to the Council for services rendered or purchases made as listed in the contract. Supporting documentation must be submitted for all expenditures. Any expenses incurred by the organization prior to the effective date of the contract are the responsibility of the applicant and are not reimbursable.

2. An organization awarded funds will have a contract with the State of Georgia's Department of Human Resources and must follow all provisions of the contract. Early Childhood and School Age applicants may not have DHR as a fiscal agent because DHR can not contract with itself.

3. Non-profit and some other organizations must comply with the following audit requirements.

Contractors that expend \$300,000 or more in any federal funds during their fiscal year agree to have a **single entity-wide audit** conducted for that year in accordance with the provisions of the Single Audit Act Amendments of 1996 (Public Law 104-156) and their implementing regulation OMB Circular A-133 entitled, "Audits of States, Local Governments, and Nonprofit Organizations." The audit reporting package shall include the documents listed in Policy 1244 of the DHR Directives Information System.

Contractors expending \$100,000 or more in state funds during their fiscal year agree to have an **entity-wide audit** conducted for that year in accordance with Generally Accepted Auditing Standards issued by the American Institute of Certified Public Accountants. The audit reporting package shall include the documents listed in Policy 1244 of the DHR Directives Information System.

Contractors expending at least \$25,000 but less than \$100,000 in state funds during their fiscal year agree to prepare **unaudited entity-wide financial statements** for that year. Assertions concerning the basis of financial statement preparation must be made by the president or other corporate official as described in Policy 1244 of the DHR Directives Information System.

For-profit organizations are exempt from audit requirements.

4. With the exception of School Age Summer Care programs and Start-up programs, the implementation of the program must begin within thirty (30) days of the contract starting date.
5. In the event that the contractor fails to meet any of the provisions of the contract, the Council shall have the right to immediately rescind, revoke, suspend or terminate the contract.
6. **Contract awards may be reduced if the goals/objectives in the contract have not been met within a reasonable length of time (i.e. little or no progress for three months after October 1, 2002).** The contract may be revoked after six months (April 1, 2003) if the funds are not being used by the organization as agreed to in the contract. Contracts for summer programs only are exempt.

The Council expects the organization to use the funds as listed in the budget narrative to meet contractual goals and objectives on a timely basis.

7. The Council shall have the right to request and obtain statistical, financial, and program information from contractors.
8. The Council shall have access to the program site at all reasonable times.
9. The contractor agrees to comply with federal and state laws, rules and regulations, and the Council's policy relative to nondiscrimination in **employment practices** because of political affiliation, religion, race, color, sex, handicap, age, or national origin. Nondiscrimination in employment practices is applicable to employees, applicants for employment, promotions, demotions, dismissal, and other elements affecting employment and employees.
10. The contractor agrees to comply with federal and state laws, rules and regulations, and the Council's policy relative to nondiscrimination in **client service practices** because of political affiliation, religion, race, color, sex, handicap, age, or national origin. Neither shall any individual be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program or activity conducted or supported by the Georgia Child Care Council.
11. The contractor agrees to maintain financial and program records in Georgia for at least five (5) years, and to make them available to the Council upon request.
12. **Applicants selected to receive funding are required to attend a Georgia Child Care Council Orientation Session.** The dates and locations of the Orientation Sessions are tentatively scheduled for:

September 6, 2002: Macon, Georgia

10 a.m.-12 noon, previous ECE/SA contractors; 1-4:00 p.m. new ECE/SA contractors

September 12, 2002: Atlanta, Georgia

10 a.m. –12 noon, previous ECE/SA contractors; 1-4:00 p.m. new ECE/SA contractors

September 13, 2002: Atlanta, Georgia

10 a.m.-12 noon, previous ECE/SA contractors; 1-4:00 p.m. new ECE/SA contractors

September 18, 2002: Atlanta, Georgia

10:00 a.m.- 12:00 noon, Quality Improvement contractors

13. The actual proposal submitted to the GCCC office in response to the *2002-2003 Applications & Guidelines* will become part of the contract and will remain in effect for the duration of the contract.
14. If you selected for funding, incorporated contractors must have the chairman of the board sign a "Resolution to Enter Contract" form. This form will be included in your contract. If this requires a special board meeting for your organization, please plan accordingly.

General Application Guidelines and Notices

1. **The application deadline is Wednesday, April 17, 2002 at 5:00 p.m.** Applications that arrive after the deadline (even a few minutes late) will not be considered for funding. **No exceptions will be made.** Applications should be mailed or hand delivered to the GCCC office. Directions can be found on page 39.

**The Georgia Child Care Council
2987 Clairmont Road, Suite 220
Atlanta, GA 30329-1687**

2. Applications that are faxed or e-mailed will not be considered for funding.
3. A total of 6 (six) complete copies (the original plus five copies) of each application must be submitted.
4. Applicants have the option of downloading the application from our website. **Any rewording, editing, or reformatting of the application could result in disqualification from the selection process.**
5. Only use **binder clips** to secure each copy of the application. Do not submit the application with staples or paper clips or applications in notebooks or file folders.
6. **All applications must be typewritten in a 12-point font or larger font.** Use only white paper and print only on one side of the paper. The forms may be duplicated on your computer, but all of the information must be included and maintained in the original format.
7. The answers to the application questions should not exceed the specified space allowed and should be submitted in the order they are requested.
8. If the project presented in the application is dependent upon collaboration with another organization, a letter of agreement must exist between the two organizations and be included in the appendices.
9. Organizations can request funding for their early childhood and their school age care programs in one application. Applicants must answer all questions pertaining to **both** programs and distinguish between the funds requested for each program. To distinguish between the funds requested in a combination application, include: a) separate goals and objectives pages, b) separate budget narratives, and c) separate budget worksheets for each of the age groups. Remember that the answers to the application questions should not exceed the specified space allowed.
10. Applicants are strongly encouraged to be brief and clear in presenting the information requested. Applicants should assume that the readers are completely unfamiliar with the proposed project. A number of the reviewers who score the applications do not live in Georgia and will be unfamiliar with your program and the geographic area. The reviewers are, however, knowledgeable about child care and understand the components of quality programs
11. Once the application is received in the Council office, no changes, corrections, additions, or subtractions can be made to the application.
12. Applications and supporting documents submitted become the property of the Georgia Child Care Council and become public information.

13. Applicants could be offered a contract for less money than requested or not funded at all.
14. The Georgia Child Care Council does not endorse the practice of paying someone outside of your organization to write your application. The Council will not be able to assist you in actions against such consultants if you are unsatisfied with their work or the outcome of your application.

Application Selection Process

The Georgia Child Care Council has a multi-level selection process to ensure that all applications are considered fairly and impartially. Each year hundreds of applications are received requesting a combined total of more than 3 to 4 times the dollar amount the GCCC has to distribute. The process is competitive and many applications cannot be funded. The selection process is described below.

1. Applications received by the deadline of **5:00 p.m. on Wednesday, April 17, 2002** with the six (6) complete copies will be logged in and given to two independent reviewers to be scored.
2. Reviewers will score the application. Missing appendices (such as a copy of your licensing information, audit, Articles of Incorporation, etc.) could eliminate your application from consideration.
3. The two scores will be averaged. When scores are far apart, a third review may be completed.
4. A committee of Council members will read applications, consider comments from reviewers, and select organizations to be offered contracts.
5. For current or previous Georgia Child Care contractors, the Selection Committee may review documentation such as Monthly Programmatic Reports, Monthly Expenditure Reports, and Monitoring Reports when making their funding decisions.
6. The Selection Committee may review additional public records (licensing reviews, Child and Adult Care Food Program information, etc.) when making their funding decisions for current and previous Georgia Child Care Council contractors and new applicants.
7. Organizations will be notified of the Selection Committee's decisions no later than September 2, 2002. **Please do not call the office prior to this date to inquire about the status of your application.**
8. The contract period will begin on October 1, 2002 and end on September 30, 2003.
9. The decision of the Selection Committee is final. **No appeals will be considered.**
10. Notice of selection to receive a contract award does not constitute approval of the application as submitted. GCCC staff may request additional information. Prior to the actual contract award, GCCC's staff may enter into negotiations concerning such issues as levels of funding and units of service provided. If the negotiations do not result in an acceptable contractual arrangement, the Committee reserves the right to terminate the negotiations and to decline funding the application.
11. The Selection Committee reserves the right to fund only the most qualified applicants. If surplus funds are available after all qualified applications have been reviewed and funds have been allocated accordingly, the remaining funds may be held in reserve for future use.

Use of Funds

Listed below are examples of acceptable uses of the Child Care Development Funds. The items have been categorized by the Budget Category they would be applied to on the Budget Worksheet Form #3 and the Budget Narrative Form #4. Please note, this is not an all-inclusive list of services or items funded by the Georgia Child Care Council, but can be used as a guideline.

PERSONNEL SERVICES:

Salaries/

Fringe Benefits: Expenses such as employee wages (hourly and salaried) and employee benefits, health insurance, FICA, etc.

REGULAR OPERATING:

Audit: Costs associated with the audit of the program.

Client Benefits: Scholarships for providers to attend training, or mini-grant awards.

Client Transportation: Gasoline expenses associated with the transportation of children.

Computer Software: Software programs that would be beneficial to children.

Consumer Support: Expenses associated with meetings such as room rental and refreshment.

Maintenance: Costs associated with maintaining equipment.

Insurance/Bonding: Costs associated with insuring a building or vehicle that is for the purpose of caring for children.

Postage: Postage costs that are directly related to the care and education of the children or for marketing/advertising of a program.

Printing: Printing costs that are directly related to the care and education of the children or for marketing/advertising of a program.

Subscriptions/

Memberships: Costs associated with educational or professional publications or organizations.

Supplies: Materials needed to assist children in the learning process or materials that will be used to directly serve the children (teacher/parent resources, curricula, books, puzzles, indoor/outdoor toys, safety helmets, games, cribs, cots, classroom furniture, adaptive equipment for children with disabilities, and consumable items such as paper, markers, paint, etc.).

Supplies and materials associated with minor renovations such as the addition of an interior or exterior door, addition or removal of an interior wall, room carpeting, interior painting, and improvements that make a program compliant with the Americans with Disabilities Act (ramps, bathroom handrails, doorknobs, etc.). Improvement projects that cost under \$2,000 (including supplies, equipment and labor) will be considered; no one piece of equipment can cost over \$1,000.

Training and/or Conferences:

Registration or enrollment fees associated with a training class, course, or conference that provides participants with DHR training hours, continuing education units, college credit, etc.

TRAVEL:

Travel: Staff expenses for meals, lodging, and mileage for training/conferences and/or site visits. Also included would be expenses associated with the rental of a vehicle, such as gasoline and rental costs. Note that the state of Georgia reimburses mileage at 28 cents per mile.

FACILITY COSTS:

Rent/Utilities: Costs associated with rent, electricity, natural gas, fuel oil, water and sewer services.

PER DIEM, FEES, AND CONTRACTS:

Per Diem, Fees,
And Contracts: Costs associated with agreements for service delivery evidenced by a written agreement such as for labor, a consultant, technical assistance, or for temporary services such as substitute teachers.

TELECOMMUNICATIONS:

Telephone: Costs associated with installing or maintaining a telephone line for phone or fax use.

Items Not Funded

Listed below are examples of unacceptable uses of the Child Care Development Funds. Please note, this is not an all-inclusive list of services or items not funded by the Georgia Child Care Council, but can be used as a guideline.

The Georgia Child Care Council will not fund any item that costs \$1000.00 or more in whole or part.

Land/Buildings

?? The purchase of land or any type of building.

Vehicles:

?? The lease or purchase of a vehicle or the maintenance expenses associated with a vehicle.

Major renovation/building projects:

?? Structural changes to the foundation, roof, floor, exterior or load-bearing wall of a facility, or the extension of a facility to increase the floor area; or extensive alteration of a facility such as to significantly change its function and purpose, even if such renovation does not include any structural change.

Equipment:

* Phones, laminating machines, fax machines, copy machines, computers (except as used as adaptive equipment for children with disabilities) or printers for computers. In addition, funds can not be used for administrative office supplies, office equipment, or renovations for offices in early childhood and/or school age programs.

Outdoors:

Landscaping services, yard maintenance, fences or driveway/parking lot paving.

***Indirect Charges:**

Flat rates to cover administrative costs, which are not spelled out.

Pre-Kindergarten or four-year-old classrooms:

Any expenses (staff, supplies, materials, equipment, etc.) for lottery funded Pre-Kindergarten classes or non-lottery funded four-year-old classrooms.

Drop-in Care

GCCC funds are intended to provide full day, full year services and/or after school and summer care for school age children. Programs that claim exemption from being licensed because they provide drop-in care are not eligible for GCCC funds. Licensed or exempt programs that serve children full time but might have a few children who attend on a drop-in basis are eligible to apply.

II. Early Childhood and School Age Care Projects Considered for Funding

With the distribution of the *2002-2003 Applications & Guidelines*, the Georgia Child Care Council is requesting organizations to submit applications (proposals) to increase the quality and availability of child care services targeting the needs of working parents with low incomes and their children.

Program Start-up

Start-up funds are awarded to early childhood and/or school age care programs that are in the beginning stages of operation and that plan to serve low-income families. Applications for Start-up funds must include a Business Plan. Applicants should also be in possession of a facility and have completed and submitted Part A of the initial Department of Human Resources Office of Regulatory Services licensing application by **April 17, 2002**. The GCCC staff will contact the Office of Regulatory Services to verify that Part A is submitted by the deadline. All questions regarding the licensing process and Part A of the licensing application should be directed to the Department of Human Resources Office of Regulatory Services at 404-657-5562.

Program Improvements

Program Improvement funds are awarded to early childhood and/or school age programs that are currently operating and serve low-income families. The funds reimbursed to the organization are for purchases made or services rendered to improve the overall quality of the program.

Program Expansion

High quality programs that are licensed or exempt from licensing that are currently operating and fiscally sound, and that plan to expand to serve more children, may be considered for a contract. Program expansion applicants must be currently serving or planning to serve low-income families to qualify for funding. Programs receiving expansion funds are seeking to serve additional children in a new location or are expanding the physical plant at their current location.

Application Questions, Forms, & Instructions for Early Childhood and School Age Programs

This application allows you to design your own request based on the services the Council will fund. There is no minimum or maximum amount of funds that an organization can request for the contract year of October 1, 2002 through September 30, 2003. The Council members and staff are experienced evaluators and are familiar with the capacity of various sizes of organizations to deliver services. **An unrealistic request will indicate that the proposal has not been well thought out.**

Listed below are the application questions. Each section will explain if you are to (1) answer the question in narrative form with a page limit for answering the question(s) or (2) the section will refer you to a Form to be completed. If a section or question does not apply to your organization, do not skip the section or leave the section blank. Do label the section or question as "not applicable". When completing your application, please submit the answers or forms in the order they are listed below.

1. **Early Childhood and School Age Program Information Cover Form (Form #1)**

To complete this section you will need to use Form #1, which can be found on pages 18 and 19. Make sure that you complete all two (2) pages of Form #1. This is the first section of the Application, and therefore, also serves as the Cover Sheets for each of the 6 copies of your Application that you submit to the GCCC office.

2. **Program Goals and Objectives Form (Form #2)**

To complete this section you will need to use Form #2, which can be found on page 20. List what improvements, changes, projects, etc. you want to accomplish with the funds you are requesting from the GCCC. These items would be your Goals. Then, list the individual steps that must be taken to accomplish each goal. These would be your Objectives.

You must have projected completion dates for each item listed, a person responsible for completing each item, and the documentation that you will use to verify that the goals and objectives have been completed. Please refer to question #10 before completing this section because the questions are related. Also, if you are applying for funds in the EC and SA categories you must submit goals and objectives for each category. You may make as many copies of Form #2 as needed to list your goals and objectives.

3. **Budget Worksheet Form (Form #3)**

To complete this section you will need to complete Form #3, the Budget Worksheet, which can be found on page 21. This Form will give you the opportunity to indicate the amount of funds you are requesting by category. If you are unsure which category to use, refer to **Use of Funds** on pages 9 and 10 for a general guideline.

4. **Budget Narrative Form (Form #4)**

Use Form #4 on page 22, the Budget Narrative Form, to describe in detail how you will use the funds requested from the GCCC. Itemize to the best of your ability, the actual items/services you want to purchase. If needed, you may make extra copies of Form #4 in order to include all of your information.

5. **The Need for GCCC Funds (Maximum 2 pages)**

Make a case for funding from the GCCC. Have you completed a formal assessment of your program that indicated weaknesses you would like to correct through the use of these funds? From what other community resource(s) have you received investments? What experiences have you had in seeking other financial support? If you have multiple financial resources, what will GCCC funds help you accomplish that the other funds will not? Describe how the geographic area of service lacks available, affordable care. What percentage of your parents are considered to have low incomes? Describe the method(s) used to determine family income status.

6. **Program Description (Maximum 2 pages)**

Describe in detail the child care environment in which the children are cared for on a daily basis. Give examples that will help us understand the quality of your program at the present time and your organization's philosophy about child care. What learning approach and/or curriculum do you use? Which accreditation guidelines are you committed to using? Include days and hours of operation and scheduled days the program does not provide services.

7. **Parent Involvement (Maximum 1 page)**

Describe how your program encourages parent involvement. What successes have you had in this area over the past year? What types of communication do you use with your parents?

8. **Community Involvement (Maximum 1 page)**

Describe existing or planned cooperative working relationships with community resources, child care providers, businesses, parents, and schools.

If you are applying for Start-Up funds answer the following question. Do you have a history as a service provider in your community? If not, do you have a partnership with an organization or an individual that has a history of being a service provider?

9. **Professional Development (Maximum 1 page)**

Describe the opportunities given to staff for professional development. What is the wage range you pay child care professionals (include typical entry-level pay and pay for an experienced child care professional)? List the training offered to the child care professionals in your organization between March 2001 and February 2002. Include the number who attended, the training topic, and the number of training hours received, and who or what agency provided the training.

10. **Quality Initiative (Maximum 1 page)**

All applicants are required to complete one Quality Initiative

Step 1. Review and select one of the following Quality Initiative choices to complete during the contract year.

Step 2. Explain why you chose a particular option and how you will complete the requirement.

Step 3. Describe how your program will benefit from the option you have selected.

Step 4. **Plans for completing the option you select must be included in the Goals and Objectives on Form #2**

If awarded a contract with the Council, the initiative must be completed during the first eight months (ending May 31, 2003) of the contract, unless the contract is for a summer program. Summer programs funded by the Council must complete their quality initiative by July 15, 2003.

Quality Initiative Choices

- A. Complete the self-assessment tool for one of the nationally recognized accrediting bodies (NAEYC, NECPA, NSACA, etc.). The Council realizes that accreditation may not be the ultimate goal for all child care providers; however, simply completing the self-assessment process can be a valuable tool for making major improvements in your program.
- B. If a self-assessment tool has been completed, identify and remove at least two significant barriers toward improvement.
- C. If a self-assessment tool had been completed and your program had been validated but deferred for accreditation, remove at least two significant barriers to achieving accreditation.
- D. If you are currently accredited by one of the nationally recognized bodies, identify and remove at least one deficiency outlined in your last annual report or accreditation profile.
- E. If you are due for reaccreditation prior to the spring of 2003, complete the self-assessment tool for one of the nationally recognized bodies.
- F. The Director is to complete 30 hours or more of training, in addition to the hours required by state licensing. The training must be DHR/OSR approved and related to program management and development for the Director of the site or sites for which funds are requested. Training must relate to one or more of the competencies as outlined in the **Administrator Competency Goals and Indicators and/or the Early Care and Education Professional and School-Age Care Professional Competency Goals and Indicators** (see pages 43-51).
- G. Improve and maintain staff/child ratios beyond DHR/OSR licensing standards during the major programming hours of the day (8:00 a.m. to 5:00 p.m.).
- H. Significantly improve employee benefits or compensation for all employees.
- I. Have at least two (2) child care professionals, other than the Director, complete 20 hours of training in addition to the hours required by state licensing. Training must relate to one or more of the competencies as outlined in the **Early Care and Education Professional and School-Age Care Professional Competency Goals and Indicators** (see pages 43-51).
- J. Develop a Family Advisory Committee with representatives from each age group served in the program. The ultimate goal is to increase parental communication and involvement and increase the quality of care provided. Therefore, each program will determine the specific projects the Parent Advisory Committee undertakes. Explain the barriers that have kept you from previously having a Family Advisory Committee and describe how will you overcome those barriers.

- K. Develop a Family Resource Library. Some examples of information that should be provided include Health, Safety, Nutrition, Discipline, and Community Resources. Outline fully in the goals and objectives what you will do to stimulate usage of the library and how you will track usage of the library by families.

11. **Current Use of Funds (Maximum of 1 page)**

Describe the relationship between your current budget and funds being requested from GCCC. Are you requesting funds for existing expenses (items and/or services you are already paying for such as, salaries for staff already working, current supply budget, rent, and/or utilities, etc.)?

If yes, describe how the funds in your existing budget will be used, if GCCC funds these current expenses. For example, if you request for the GCCC to pay for a current teacher's salary, how will the surplus funds in your budget be used?

If you are requesting funds for expenses not in your current budget, please state that these funds are new expenses.

12. **Future Directions and Support (Maximum 1 page)**

Describe how the improvements/expansions accomplished through this contract will be continued when the contract ends.

13. **Authorization and Contract Information Form (Form #5)**

To complete this section you will need to complete Form #5 on page 23. The official person authorized to bind your organization into a contract must sign this Form.

14. **Appendices**

Appendix A: Child Care providers who are applying to the Council for Start Up funds must include a Business Plan. **Your Business Plan should include information in the following areas: the company, market overview, business strategy, competitive analysis, marketing plan & sales strategy, management & organization, and capitalization and use of proceeds.**

Appendix B: Submit a copy of your organization's annual operating budget for the most recent completed fiscal year. Your budget should include expenses and revenue. If your organization has not operated a full year, you may submit a profit and loss statement for the time of operation. Applicants requesting Start-up funds should include a **projected** budget, which would include expenses and revenue, for the first year of operation.

Appendix C: If your proposal requests funds for salaries and/or fringe benefits, list the personnel and the percentage of time they will spend on the project. **Include job descriptions (or resumes if the position is currently filled) for any person who will be paid using funds from GCCC.**

Appendix D: Submit up to three (3) letters of support from individuals or agencies familiar with your proposed project. Applicants applying under the "Start Up" category must submit letters of support, for all other applicants, the letters are optional.

- Appendix E: If your proposal suggests that a collaboration with another agency is required to accomplish your desired results, submit a letter of agreement or a letter of support from that group.
- Appendix F: Incorporated organizations must submit a copy of your Articles of Incorporation.
- Appendix G: Non-profit organizations must submit a copy of your 501 (C) (3).
- Appendix H: Providers must submit a copy of your DHR/OSR license or exemption letter.
- Appendix I: Providers must submit a complete copy of your most recent annual DHR/OSR licensing report. In addition, include copies of all investigations or follow-up monitoring reports you have had from March 2001 to February 2002.
- Appendix J: Non-profit organizations that have not contracted with the Department of Human Resources during the 2001-2002 fiscal year must submit an organizational audit or financial statement from previous fiscal year.
- Appendix K: Non-profit contractors receiving \$25,000 or more in Georgia government contracts must have their President sign a statement indicating the proposed contract does not violate, and the organization will not violate, any provisions of the Official Code of Georgia (OC6A) 45-10-2 through 45-10-28 with respect to conflict of interest.
- Appendix L: Submit a completed and signed copy of Form #6, which is the "Application Checklist". Form #6 can be found on page 24.

Early Childhood and School Age Program Application Cover Form #1

1. Total Amount of Funds Requested \$_____
2. Program Name_____

Agency's Legal Name (if different than Program name)_____

Contact Person _____

Address_____

City_____ County_____ Zip_____

Phone (____)_____ Fax (____)_____ e-mail_____

Counties to be served _____
3. Name of Child Care Resource & Referral Agency _____
4. *Please check which category (ies) this Application applies to:*

<input type="checkbox"/> Early Childhood - Start Up	<input type="checkbox"/> School Age - Start Up
<input type="checkbox"/> Early Childhood - Program Improvements	<input type="checkbox"/> School Age - Program Improvements
<input type="checkbox"/> Early Childhood - Expansion	<input type="checkbox"/> School Age - Expansions
5. *The Applicant is: (check one)*

<input type="checkbox"/> Non-profit (enclose most recent audit if you are not a current contractor with DHR and a copy of IRS 501 (C)(3))	<input type="checkbox"/> For-profit (enclose Articles of Incorporation)
<input type="checkbox"/> Member of the Board of Regents	<input type="checkbox"/> Board of Education
<input type="checkbox"/> Public (County or State Government)	<input type="checkbox"/> Individual
<input type="checkbox"/> Board of Health	<input type="checkbox"/> Other <i>Please Specify</i> _____
- 6.

In the space provided, please provide a brief summary of your program and how CCD Funds will be used.

7. Program Operation Information

Age of children being served	Hours/days of operation	Fees charged per week	Number of children currently served	Typical Teacher: Child Ratio
Under 1 year		\$		
1-2 years		\$		
2-3 years		\$		
3-5 years		\$		
School Age Care 5-12 years		\$		
Summer Care 4-12 years		\$		

8. Total number of children currently enrolled _____
9. Total licensed capacity of program _____
10. Number of children currently receiving child care subsidy (DFCS) _____
11. Number of children currently qualifying for CACFP (free/reduced meals) _____
12. Number of children with a diagnosed disability currently being served _____
13. How did you learn about funding through GCCC? _____

14. Program Revenue Sources:

Please include **ALL CURRENT** revenue sources. List the total dollar amount and the percentage of total annual program revenue from each source.

Categories of Funding	Annual Revenue Amount	Percentage of Total Annual Revenue
Charitable Contributions	\$	%
Child/Adult Food Program	\$	%
DFCS Subsidies	\$	%
DOE Reading Challenge	\$	
Foundations	\$	%
GA Lottery PreKindergarten	\$	%
Georgia Child Care Council	\$	%
Head Start / Early Head Start	\$	%
Investor Capitol	\$	%
Other Federal Funds	\$	%
Other Funds: Specify	\$	%
Other State Funds	\$	%
Parent Fees	\$	%
United Way	\$	%
TOTAL BUDGET	\$	100%

15. If you are applying to other organizations for funding, but have not yet received notification of funding, please list the organizations and the amount of funding requested.

Program Goals and Objectives Form #2

Name of Organization _____

Check type of funds { } Early Childhood Education
 Applied for: { } School Age Care
 { } School Age Summer Care (only)

Desired
 Outcome: _____

List of Program <u>Goals</u> And <u>Objectives</u> to Complete	Person(s) Responsible for Completion	Completion Date	Documentation used to verify completion

Budget Worksheet Form #3

Budget Categories	Allowable Expenses	Contract Funds Requested from GCCC	Other Funds for this Project	TOTAL
Personnel Services:	Salaries	\$	\$	\$
	Fringe Benefits	\$	\$	\$
Regular Operating:	Audit	\$	\$	\$
	Client Benefits	\$	\$	\$
	Client Transportation	\$	\$	\$
	Computer Software	\$	\$	\$
	Consumer Support	\$	\$	\$
	Equipment Maintenance	\$	\$	\$
	Insurance/Bonding	\$	\$	\$
	Postage	\$	\$	\$
	Printing	\$	\$	\$
	Subscriptions/Memberships	\$	\$	\$
	Supplies	\$	\$	\$
	Training and/or Conference	\$	\$	\$
	Travel	Travel	\$	\$
Facility Costs	Rent	\$	\$	\$
Per Diem, Fees, and Contracts	Contracts Per Diem and Fees	\$	\$	\$
Tele-communication	Telecommunication Telephone	\$	\$	\$
<u>Total Funds Requested</u>		\$	\$	\$

Budget Narrative Form #4

Funding Category	List the total amount requested in each category with a <u>detailed</u> explanation of how the funds will be used. Be as <u>specific</u> as possible. For example, if requesting salary money of \$8,000, include information such as (\$8,000 for a new two year old teacher at \$8.00 an hour for 20 hours per week for 50 weeks – no fringe benefits are requested).
-------------------------	---

Personnel Services:

Total Amount Requested \$ _____

Regular Operating:

Total Amount Requested \$ _____

Travel:

Total Amount Requested \$ _____

Facility Costs:

Total Amount Requested \$ _____

Per Diem, Fees, & Contracts:

Total Amount Requested \$ _____

Telecommunications:

Total Amount Requested \$ _____

Authorization and Contract Information Form #5

1. Authorization:

(Must be completed by individual authorized to sign financial transactions and legal documents.)

THE UNDERSIGNED CONFIRMS THAT THE APPLYING GROUP OR ORGANIZATION MEETS THE CRITERIA DESCRIBED IN THE GEORGIA CHILD CARE COUNCIL'S APPLICATION GUIDELINES; HAS PROVIDED ACCURATE INFORMATION REGARDING THE PROGRAM DESCRIBED IN THE APPLICATION; AND WILL MEET CONTRACTUAL REQUIREMENTS IF AWARDED A CONTRACT WITH THE GEORGIA CHILD CARE COUNCIL.

Original Authorized Signature: _____

Name/Title: _____

Date: _____

Telephone #: () _____

Fax #: () _____

2. Legal name of applicant:

(Exactly as it appears on articles on incorporation, or 501(C)(3); if applicable.)

3. Legal address of applicant:

(Must be a physical, street address; exactly as it appears on articles of incorporation, or 501(C)(3); if applicable.)

4. EIN (Federal Employee Identification Number or Social Security number for Individuals)

5. Organization's Fiscal Year Beginning and End:

____/____/____ to ____/____/____
M D Y M D Y

Application Checklist Form #6

Early Childhood and School Age Programs

PLEASE CHECK THE ITEMS INCLUDED IN YOUR APPLICATION AND SIGN AND DATE THE BOTTOM OF THE PAGE.

- _____ 1. Early Childhood and /or School Age Program Application Cover Form (Form #1)
- _____ 2. Program Goals and Objectives Form (Form #2)
- _____ 3. Budget Worksheet Form (Form #3)
- _____ 4. Budget Narrative Form (Form #4)
- _____ 5. Need for Funds
- _____ 6. Program Description
- _____ 7. Parent Involvement
- _____ 8. Community Involvement
- _____ 9. Professional Development
- _____ 10. Quality Initiative
- _____ 11. Current Use of Funds
- _____ 12. Future Direction and Support
- _____ 13. Authorization and Contract Information Form (Form #5)
- _____ 14. Appendices

- _____ Appendix A: Business Plan for Start-Ups
- _____ Appendix B: Annual Operating Budget
- _____ Appendix C: Personnel, Percentage of Time on Project, Resumes and/or Job Descriptions
- _____ Appendix D: Letters of Support
- _____ Appendix E: Letters of Agreement or Collaboration
- _____ Appendix F: Articles of Incorporation
- _____ Appendix G: 501 (c)(3)
- _____ Appendix H: DHR/OSR License or Letter of Exemption
- _____ Appendix I: Annual Licensing Report and Investigations and Follow-up Visits
- _____ Appendix J: Annual Audit

Signature of Application Contract Person

Date

III. Quality Improvement Projects Considered for Funding

Quality Improvement services are funded by the Georgia Child Care Council to increase the number of child care providers that understand child development and use developmentally appropriate practices. The Council funds a variety of initiatives to reach child care providers across Georgia to help them provide safe, nurturing, and educational environments for children. **This category of funding is for organizations that are capable of providing services to a large number of people across the state or in a large geographic region.**

With the distribution of the *2002-2003 Applications & Guidelines*, the Council is requesting organizations to submit applications to provide services to improve the quality of early childhood and school age programs across the state. Additionally, funds are available for educating child care professionals. The Council is accepting applications from organizations that propose to provide any of the following services and can meet the following requirements:

1. Mini-Grant Administration

Administrators of mini-grant funds are responsible for marketing the availability of mini-grant statewide or in large geographic areas, determining who receives the funds, and distributing the funds. Since contracts with the Council are reimbursement contracts, the organizations administering the funds must have a sufficient cash flow in order to award mini-grants and then request reimbursement from GCCC.

Agencies that administer mini-grant funds, award the funds to child care programs seeking to improve the quality of their program. In the past, mini-grant funds have been awarded for supplies, materials, adaptive equipment, staff training, technical assistance, and consultation on inclusion with children with a diagnosed disability.

2. Training and/or Technical Assistance

Funds for training and technical assistance promote child care staff development and education. This work may be done anywhere in Georgia but priority will be given to technical assistance and training efforts in rural areas and efforts targeting programs desiring to improve services to children with disabilities.

Priority will be given to organizations that meet the following criteria:

- A. A history of providing high quality early childhood and/or school age training and/or technical assistance
- B. A reputation for leadership in its respective field
- C. A demonstrated ability to collaborate in developing training and/or technical assistance options
- D. A highly trained, well qualified staff

Training must meet the following criteria:

- A. Be DHR approved or offered through the University System of Georgia, other state agencies (e.g. OSR, DHR), or through oversight agencies such as American Heart Association or the Red Cross.
- B. Address one or more of Georgia's Professional Development Competencies
- C. Be considered beyond "basic" training such as, CPR, First Aid, Child Abuse and Neglect, and Health and Infectious Diseases.

This category also includes on-site technical assistance for early childhood and school age programs. Organizations and individuals may apply to provide on-site technical assistance to providers desiring to make improvements in their programs and/or seeking accreditation.

3. Monitoring for Regulatory Compliance

This category includes projects targeting the improvement of Georgia's regulatory system with the ultimate goal of improving the quality of care. A strong collaborative relationship between the applicant and the Office of Regulatory Services and/or the Office of School Readiness must be demonstrated in order for applicants to be successful in obtaining support for these projects.

4. Professional Development System Enhancement

This category includes researching, developing, and distributing a statewide training calendar to include training and other professional development activities and information to child care providers and administrators in Georgia. The calendar must include information on which of the ACET Competencies are addressed in the training events. Entries must include location, cost, and the topic from each training event included. The contractor must have the ability to distribute the calendar on at least a quarterly basis and the information must also be available over the Internet. Information provided on the Internet must be kept current and updated on a monthly basis.

Also included in this category are projects which:

- 1) promote and maintain professional development competencies,
- 2) implement and promote the delivery of a multi-option system for competency-based training,
- 3) develop and promote statewide systems or career advancement, and/or increase the quality, supply, and accessibility of training and technical assistance for all providers.

Application Questions, Forms, and Instructions For Quality Improvement Programs

Listed below are the application questions. Each section will explain if you are to (1) answer the question in narrative form with a page limit for answering the question(s) or (2) the section will refer you to a Form to be completed. When completing your application, please submit the answers in the order they are asked.

1. **Quality Improvement Program Application Cover (Form #1)**

To complete this section you will need to use Form #1 on pages 30 and 31. This will also serve as the cover form for each of the six copies of the application you submit to GCCC.

2. **Goals and Objectives Form (Form #2)**

Use Form #2 on page 32 to list the goals and objectives of the proposed project only as they relate to the funds that you are requesting from the GCCC in this application. Goals and objectives must be stated in specific, measurable, and realistic terms. Goals must be accomplished within the contract year (October 1, 2002 through September 30, 2003). You may copy Form #2 if you need more than one page to list all of your goals and objectives.

3. **Budget Worksheet Form (Form #3)**

To complete this section you will need to use Form #3 on page 33. This Form will give you the opportunity to indicate the amount of funds you are requesting by category. If you are unsure of which category to use, refer to Use of Funds on pages 9 and 10 for general guidelines.

4. **Budget Narrative Form (Form #4)**

To complete this section you will need to use Form #4 on page 34. Describe in detail how you will use the funds requested from GCCC. Itemize to the best of your ability, the actual items/services you want to purchase. If needed, you may make extra copies of Form #4 in order to include all of your information.

5. **Need and Lack of Other Resources (maximum 2 pages)**

Describe how the need for this program was determined and why there are not other resources available to meet this need. State why you or your agency is the best candidate to meet this need.

6. **Project Description (maximum 3 pages)**

Describe the project in its entirety. Please address the age group of children who will ultimately benefit from this project.

7. **Benchmarks to Measure the Success of the Project (maximum 2 pages plus attachments)**

How will the project effect the quality of child care services in Georgia? Please provide specific benchmarks as to how this will be measured. An evaluative tool that will assess the project's success can be included. Describe your organization's capability to complete the project. Include examples of previous, similar efforts.

8. **Marketing Strategies in Geographic Area of Service (Maximum 1 page)**

Describe how you will market the availability of services in the geographic region you propose to serve. List the areas of the state that will benefit from this project and the rationale for choosing the service area(s).

9. **Linkages and Collaborative Efforts (maximum 2 pages)**

Discuss linkages and collaborative efforts with other organizations that will help ensure the success of the project. How do you intend to coordinate activities with the Child Care Resource and Referral Agencies?

10. **Project Continuation (maximum 1 page)**

Describe your plan for continuing this project after the termination of these funds.

11. **Authorization and Contract Information Form (Form #5)**

To complete this section you will need to use Form #5 on page 35. The official authorized to bind your organization into a contract must sign this Form.

12. **Appendices**

Appendix A: Submit a copy of your organization's annual operating budget (expenditures and revenue) for the most recent fiscal year. If your organization has operated for less than a year you may submit a profit and loss statement for the time of operation. An operating budget is required from all applicants. If this is a new organization, submit a **projected** budget for the first year of operation (include expenditures and revenue).

Appendix B: If you have requested funds in the "Personnel Services" line of the budget worksheet, include a list of the personnel, salaries, and percentage of time each person will spend on the project. Also, include job descriptions or resumes of all staff members or child care professionals who will be paid from that line item.

Appendix C: Submit up to three (3) letters of support from individuals or agencies familiar with your proposed project. Letters should be dated and not older than one year. Letters of support are optional unless your letters of support are to document a collaborative agreement with other organizations. Letters of support received separate from the Application will not be considered.

Appendix D: Organizations that are incorporated must submit a copy of the Articles of Incorporation.

Appendix E: Non-profit organizations must submit a copy of your non-profit determination letter 501(c)(3).

Appendix F: Submit copies of any cooperative agreements, space use agreements, contracts for services, etc. if funds are being requested to pay for these goods or services.

Appendix G: If you are requesting to pay rent, submit a letter from a real estate appraiser, not the landlord, certifying fair market value.

Appendix H: Organizations or individuals applying to train providers must submit a copy of the DHR Child Care Licensing certificate(s) for all training modules that the applicant proposes to conduct. Applications submitted without the certificate(s) will be dismissed from the review process.

Appendix I: Non-profit organizations that have not contracted with the Department of Human Resources during the 2001-2002 fiscal year must submit an organizational audit or financial statement from the previous fiscal year with the Application.

Appendix J: A completed and signed copy of Form #6, which is the "Quality Improvement Application Checklist". This Form can be found on page 36.

Quality Improvement Program Application Cover Form #1

1. Total Amount of Funds Requested \$_____

2. Applicant/Agency Name_____

Program Name (if different than legal name)_____

Contact Person_____

Address_____

City_____ County_____ Zip_____

Phone ()_____ Fax ()_____ e-mail_____

Resource and Referral Regions Served:_____

3. ***Please check which category this application applies to (check only one):***

<input type="checkbox"/> Mini-Grant Administration <input type="checkbox"/> Monitoring for Compliance	<input type="checkbox"/> Training and Technical Assistance <input type="checkbox"/> Professional Development Systems Enhancements
--	--

4. ***Please check one. Applicant is:***

<input type="checkbox"/> Non-Profit (enclose most recent audit if you are not a current contractor with DHR and a copy of IRS 501(c)(3)) <input type="checkbox"/> Member of the Board of Regents <input type="checkbox"/> Public (County or State Gov't) <input type="checkbox"/> Board of Health	<input type="checkbox"/> For-Profit (enclose Articles of Incorporation) <input type="checkbox"/> Board of Education <input type="checkbox"/> Individual <input type="checkbox"/> Other <i>Please Specify:</i> _____
--	---

5.

In the space provided, please provide a brief summary of your program and how the CCD funds will be used.

6. If you are providing training and/or technical assistance, please answer questions A, B, and C.

A. Total number of people to receive training or technical assistance _____

B. Number of training hours offered per participant _____

C. Location of training events _____

7. How did you learn about funding through the GCCC? _____

8. Please include ALL CURRENT revenue sources. List the total dollar amount and the percentage of total annual program revenue from each source.

Categories of Funding	Annual Revenue Amount	Percentage of Total Revenue Amount
Charitable Contributions	\$	%
DHR Contract(s)	\$	%
Fees	\$	%
Foundations	\$	%
Georgia Child Care Council	\$	%
Investor Capitol	\$	%
Other (specify)	\$	%
Other Federal Funds	\$	%
Other State Contracts	\$	%
United Way	\$	%
TOTAL BUDGET	\$	100%

9. If you are applying to other organizations for funding of this project, but have not yet received notification of funding, please list the organizations and the amount of the request:

Program Goals and Objectives Form #2

Name of Organization _____

Check type of funds { } Mini-Grant Administration
 Applied for: { } Training and/or Technical Assistance
 { } Monitoring for Regulatory Compliance
 { } Professional Development System Enhancement

Desired
 Outcome: _____

List of Program Goals And <u>Objectives</u> to Complete	Person(s) Responsible for Completion	Completion Date	Documentation used to verify completion

Budget Worksheet Form #3

Budget Categories	Allowable Expenses	Contract Funds Requested from GCCC	Other Funds for this Project	TOTAL
Personnel Services:	Salaries	\$	\$	\$
	Fringe Benefits	\$	\$	\$
Regular Operating:	Audit	\$	\$	\$
	Client Benefits	\$	\$	\$
	Client Transportation	\$	\$	\$
	Computer Software	\$	\$	\$
	Consumer Support	\$	\$	\$
	Equipment Maintenance	\$	\$	\$
	Insurance/Bonding	\$	\$	\$
	Postage	\$	\$	\$
	Printing	\$	\$	\$
	Subscriptions/Memberships	\$	\$	\$
	Supplies	\$	\$	\$
	Training and/or Conference	\$	\$	\$
	Travel	Travel	\$	\$
Facility Costs	Rent	\$	\$	\$
Per Diem, Fees, and Contracts	Contracts Per Diem and Fees	\$	\$	\$
Tele-communication	Telecommunication Telephone	\$	\$	\$
<u>Total Funds Requested</u>		\$	\$	\$

Budget Narrative Form #4

Funding Category	List the total amount requested in each category with a <u>detailed</u> explanation of how the funds will be used. Be as <u>specific</u> as possible. For example, if requesting salary money of \$8,000, include information such as (\$8,000 for a new administrative assistant at \$8.00 an hour for 20 hours per week for 50 weeks – no fringe benefits are requested).
-------------------------	---

Personnel Services:

Total Amount requested \$ _____

Regular Operating:

Total Amount requested \$ _____

Travel:

Total Amount requested \$ _____

Facility Costs:

Total Amount requested \$ _____

Per Diem, Fees, & Contracts:

Total Amount requested \$ _____

Telecommunications:

Total Amount requested \$ _____

Authorization and Contract Information Form #5

1. Authorization:

(Must be completed by individual authorized to sign financial transactions and legal documents.)

THE UNDERSIGNED CONFIRMS THAT THE APPLYING GROUP OR ORGANIZATION MEETS THE CRITERIA DESCRIBED IN THE GEORGIA CHILD CARE COUNCIL'S APPLICATION GUIDELINES; HAS PROVIDED ACCURATE INFORMATION REGARDING THE PROGRAM DESCRIBED IN THE APPLICATION; AND WILL MEET CONTRACTUAL REQUIREMENTS IF AWARDED A CONTRACT WITH THE GEORGIA CHILD CARE COUNCIL.

Original Authorized Signature: _____

Name/Title: _____

Date: _____

Telephone #: () _____

Fax #: () _____

2. Legal name of applicant:

(Exactly as it appears on articles on incorporation, or 501(C)(3); if applicable.)

3. Legal address of applicant:

(Must be a physical, street address; exactly as it appears on articles of incorporation, or 501(C)(3); if applicable.)

4. EIN (Federal Employee Identification Number or Social Security number for Individuals)

5. Organizations Fiscal Year Beginning and End:

____/____/____ to ____/____/____
M D Y M D Y

Quality Improvement Application Checklist Form #6

- _____ 1. Quality Improvement Program Application Cover Form #1
- _____ 2. Goals and Objectives Form #2
- _____ 3. Budget Worksheet Form #3
- _____ 4. Budget Narrative Form #4
- _____ 5. Need and Lack of Other Resources
- _____ 6. Project Description
- _____ 7. Benchmarks to Measure Success of Project
- _____ 8. Marketing Strategies
- _____ 9. Linkages and Collaborative Efforts
- _____ 10. Project Continuation
- _____ 11. Authorization and Contract Information Form #5
- _____ 12. Appendices
 - _____ Appendix A: Annual Operating Budget
 - _____ Appendix B: List of Personnel, Job Descriptions, etc.
 - _____ Appendix C: Letters of Support (optional)
 - _____ Appendix D: Articles of Incorporation
 - _____ Appendix E: Non-profit determination letter 501(c)(3)
 - _____ Appendix F: Cooperative Agreements, Contracts, etc.
 - _____ Appendix G: Letter from Real Estate Appraiser
 - _____ Appendix H: Training Certificates
 - _____ Appendix I: Annual Audit
 - _____ Appendix J: Application Checklist Form #6

Signature of Application Contact Person

Date

IV. Additional Information and Resources

Phone List

Advancing Careers through Education and Training (ACET)
1-888-405-2238

Department of Human Resources Office of Audits
404-656-9290
www.odis.dhr.state.ga.us

Department of Human Services Office of Regulatory Services (Licensing)
404-657-5562
www2.state.ga.us/departments/dhr/ors

Office of School Readiness (Licensing)
404-656-5957
www.osr.state.ga.us

Examples of National Accrediting Agencies

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, D.C. 20036
Phone: 800-424-2460
www.naeyc.org

*National Early Childhood Program Accreditation (NECPA)
1016 Rosser Street
Conyers, GA 30012
Phone: 800-505-9878
www.nccanet.org
(*at the time of print, this information could not be confirmed)

National School-Age Care Alliance (NSACA)
1137 Washington Street
Boston, MA 02412
Phone: 617-298-5012
www.nsaca.org

2002-2003 Applicant Bidder's Conference

Applicants are invited to attend the Georgia Child Care Council's APPLICANT BIDDERS CONFERENCE on FRIDAY, MARCH 22, 2002 from 10:00 a.m. to 3:00 p.m. at CENTRAL GEORGIA TECHNICAL COLLEGE, Macon, Georgia, in the auditorium of Building H. Directions are listed at the bottom of this page. Please note, this is the only information session that will be held. **There is no charge for attending and no advance registration is needed.** Attendance is optional for both sessions.

Grant Writing Techniques	10:00 a.m. - 12:00 p.m.
Lunch (on your own)	12:00 p.m. - 1:00 p.m.
Question & Answer Session	1:00 p.m. - 3:00 p.m.

This is your opportunity to receive general grant writing information and ask questions about the application. Please bring your copy and read the application before attending the session and have your questions prepared.

Call the Council office at 404-679-4880 if you have questions.

Directions to the Bidders Conference

Central Georgia Technical College (formerly Macon Technical Institute)
2200 Macon Tech Drive (Building H - Auditorium)

From the North

Take 1-75 S to 1-475 S. Take Exit 3 (US 80/Eisenhower Parkway). Turn left. Go approximately 2.5 miles until you see *Applebee's* and *Rooms to Go* on the right and Macon Mall on the left. Turn right between *Applebee's* and *Rooms to Go*. Go to the top of the hill where the road dead ends and then turn left. Follow the road around to the H-Building at the back of the campus.

From the South

Take 1-75 N to 1-475 N. Take Exit 3 (US 80/Eisenhower Parkway). Turn right. Go approximately 2.5 miles until you see *Applebee's* and *Rooms to Go* on the right and Macon Mall on the left. Turn right between *Applebee's* and *Rooms to Go*. Go to the top of the hill where the road dead ends and then turn left. Follow the road around to the H-Building at the back of the campus.

Directions to the Georgia Child Care Council

Georgia Child Care Council
2987 Clairmont Road, Suite 220
Atlanta, GA 30329-1687
404-679-4880

From the North

Take I-85 S to Clairmont Road (Exit 91). Take a right on to Clairmont Road. At the 2nd light turn right on to Century Blvd. Take an immediate right into our parking lot. We are in building 2987 on the 2nd floor, suite 220.

From the South

Take I-85 N to Clairmont Road (Exit 91). Take a left on to Clairmont Road. At the 3rd light turn right on to Century Blvd. Take an immediate right into our parking lot. We are in building 2987 on the 2nd floor, suite 220.

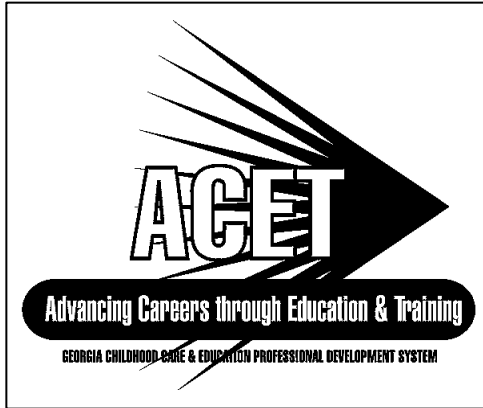
****Traffic in Atlanta is very heavy. Please mail your application if possible. There will be no exceptions to the deadline of Wednesday, April 17, 2002 at 5:00 p.m. This includes excuses related to traffic problems or being unable to find the GCCC office.**

Child Care Resource and Referral Agencies for the State of Georgia

- Area 1. Child Care Resource & Referral of Northwest Georgia at Dalton**
P.O. Box 1707, Dalton, Georgia 30722
Contact: Christi Breedlove (706) 272-7919 or 1-800-308-1825 Fax : (706) 275-6542
Email Address: children@ocsonline.com
Satellite Location: Cartersville
Counties: Bartow, Catoosa, Chatooga, Dade, Fannin, Floyd, Gilmer, Gordon, Haralson, Murray, Paulding, Pickens, Polk, Walker, Whitfield.
- Area 2. Child Care Resource & Referral of Northeast Georgia at Gainesville**
P.O. Box 1358, Gainesville, Georgia 30503
Contact: Pat Nodine (770) 718-3883 or 1-800-793-6383 Fax: (770) 718-3923
Email Addresses: Director – pnodine@gc.peachnet.edu
Assistant – ckimbrell@gc.peachnet.edu
Satellite Location: None
Counties: Banks, Dawson, Franklin, Forsyth, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns, White, Union.
- Area 3. Child Care Resource & Referral of Metro Atlanta**
1447 Peachtree Street, NE Suite 700, Atlanta, Georgia 30309-3030
Contact: Pam Runkle (404) 479-4233 or 1-800-558-4804 Fax: (404) 479-4166
Email Address: pam.runkle@qualitycareforchildren.org
Satellite location: None
Counties: Cherokee, Clayton, Cobb, Dekalb, Douglas, Fayette, Fulton, Gwinnett, Henry, Rockdale.
- Area 4. Child Care Resource & Referral of West Central Georgia at Thomaston**
533 Highway 19 South, Thomaston, Georgia 30286
Email Address: mjackson@mail.flint.tech.ga.us
Satellite Location: None
Contact: Mary Jackson (706) 646-6215 or 1-800-613-8546 Fax: (706) 647-8596
Counties: Butts, Carroll, Coweta, Heard, Lamar, Meriwether, Pike, Spalding, Troup, Upson.
- Area 5. Child Care Resource & Referral of Northeast Georgia at Athens**
452 Prince Avenue, Athens, Georgia 30601
Email Address: careconnections@yahoo.com
Satellite Location: None
Contact: Donna Ford (706) 353-1313 or 1-800-924-5085 Fax: (706) 353-1375
Counties: Barrow, Clarke, Elbert, Greene, Jackson, Jasper, Madison, Morgan, Newton, Oconee, Ogelthorpe, and Walton.

- Area 6. Child Care Resource & Referral of Middle Georgia at Macon**
 905 Main Street, Macon, Georgia 31217
 Contact: Faye Bullard (478) 752-5254 or 1-800-558-4804 Fax: (478) 752-5161
 Email Address: faye_bullard@msn.com
 Satellite location: None
 Counties: Bibb, Baldwin, Crawford, Houston, Jones, Monroe, Peach, Pulaski, Putnam, Twiggs, Wilkinson
- Area 7. Child Care Resource & Referral of East Georgia at Augusta**
 3232 Washington Road, Augusta, Georgia 30907
 Contact: Julie Phillips (706) 228-3566 or 1-877-228-3566 Fax: (706) 228-3570
 Email Address: imgaugusta@mindspring.com
 Satellite Location: None
 Counties: Burke, Columbia, Glascock, Hancock, Jefferson, Jenkins, Lincoln, McDuffie, Richmond, Taliaferro, Warren, Washington, Wilkes, Screven
- Area 8. Child Care Resource & Referral of West Georgia at Columbus**
 4225 University Avenue, Columbus, Georgia 31907
 Contact: Lisa Shaw (706) 569-3109 or 1-800-650-2102 Fax: (706) 569-3134
 Email Address: shaw_lisa@colstate.edu
 Satellite Location: None
 Counties: Chattahoochee, Clay, Harris, Marion, Muscogee, Quitman, Stewart, and Talbot
- Area 9. Child Care Resource & Referral at West Georgia at Americus**
 802 Ashby Street, Americus, Georgia 31709
 Contact: Audrey Ewing (229) 928-3499 or 1-800-465-0414 Fax: (229) 928-1986
 Email Address: visions@sowega.net
 Satellite Location: None
 Counties: Crisp, Dooley, Macon, Randolph, Schley, Sumter, Taylor, Webster
- Area 10. Child Care Resource & Referral of East Central Georgia of Swainsboro Tech**
 346 Kite Road, Swainsboro, Georgia 30401
 Contact: Kay Wilson (912) 289-2275 or 1-877-495-9188 Fax: (912) 289-2276
 Email Address: kaywilson@swainsboro.tec.ga.us
 Satellite Location: Dublin, GA
 Counties: Appling, Beckley, Candler, Dodge, Emanuel, Jeff Davis, Johnson, Laurens, Montgomery, Telfair, Toombs, Treutlen, Wayne, Wilcox, Wheeler, Evans, Tatnall

- Area 11. Child Care Resource & Referral of Southwest Georgia at Albany**
P.O. Box 1828, Albany, Georgia 31702
Contact: Soraya Kimbrel (229) 889-7222 or 1-800-554-7760 Fax: (229) 889-7013
Email Address: skimbrel@ppmh.org
Satellite Location: None
Counties: Baker, Calhoun, Colquitt, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell, Thomas, and Worth
- Area 12. Child Care Resource and Referral of South Central Georgia at Tifton**
P.O. Box 243, Tifton, Georgia 31793
Contact: Jerry Walker (229) 382-9919 or 1-888-893-4582 Fax: (229) 382-3749
Email Address: jwalker@friendlycity.net
Satellite Location: None
Counties: Ben Hill, Berrien, Brooks, Cook, Echols, Irwin, Lanier, Lowndes, Tift, and Turner
- Area 13. Child Care Resource & Referral of South Central Georgia at Waycross**
402 Magnolia Street, Waycross, Georgia 31501
Email Address: sccrra@wayxcable.com
Satellite Location: None
Contact: Yvonne Jeffords (912) 284-0035 or 1-800-206-3973 Fax: (912) 284-0038
Counties: Atkinson, Bacon, Brantley, Charlton, Clinch, Coffee, Pierce, and Ware
- Area 14. Child Care Resource & Referral of Coastal Georgia at Brunswick**
P.O. Box 2899, Brunswick, Georgia 31521
Contact: Melissa Cooper or Sandra Hathaway (912) 262-9248 or 1-800-843-9803
Fax: (912) 262-9819
Email Address: gccyccc@thebest.net
Satellite Location: Savannah, Georgia (Chatham County) Satellite Location
Phone Number: (912) 790-9002
Counties: Camden, Glynn, Liberty, Long, McIntosh, Chatham, Bryan, Bulloch, Effingham

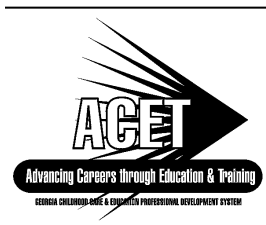


Professional Development Competencies

Program Administrator Early Care and Education School-Age Care

Competencies delineate the knowledge and skills for childhood care and education professionals (practitioners, teachers, caregivers, providers, group leaders, aides, directors, trainers, etc.) working in a variety of settings (child care centers, preschools, pre-kindergarten programs, family day care and group homes, school-age care programs.) The purpose of these Competencies is to provide a blueprint for individual professional growth as well as guidelines for training and education programs that will meet the needs of professionals in the field.

These competencies were developed by the Georgia Childhood Care and Education Professional Development System, a project of the Georgia Association on Young Children and the Collaborative Leadership Team, funded (in part) by the Georgia Child Care Council through the federal Child Care and Development Block Grant. For additional information contact: Terrie Buckner, ACET Project Coordinator, Professional Development System, Gainesville College, P O Box 1358, Gainesville, GA 30503 1-888-405-ACET(2238).



Program Administrator Of Early Care and Education and School-Age Care Programs Competency Goals and Indicators

ADM-1 To develop and maintain an effective organization.

A competent administrator:

- A. Understands the program 's history, philosophy, goals, and legal responsibilities.
- B. Understands and responds to factors both internal and external which influence the program and its goals.
- C. Understands and complies with applicable regulations including an understanding of the rights of licensee.
- D. Develops a management philosophy which includes a clear mission statement and clear objectives based on the program 's values and understanding of child care needs in the community being served.
- E. Develops and implements management strategies that build teamwork and participation of staff, make effective use of time and other resources, incorporates short term problem solving and long-term planning and conflict resolution.
- F. Works with and contributes to Board development and host relationships in program and develops advisory groups where applicable.
- G. Evaluates the program and all its components and uses this evaluation to change and improve the program.
- H. Understands and uses strategic planning techniques designed to insure long term success of the program and its ability to adapt to changing conditions.
- I. Facilitates the development of a community spirit among staff, parents, the Board or advisory groups, and children.

ADM-2 To plan and implement administrative systems that effectively carry out the program's mission, goals, and objectives.

A competent administrator:

- A. Implements curriculum which reflects the most accepted practices in child development and daily programs which address all aspects of development as demonstrated by:
 1. Using an understanding of all aspects of child development with particular specialization in age groups served such as infant, toddler, preschool, school-age and multi-ages
 2. Managing enrollment and transitions and giving attention to separation and adjustment issues for all children and parents
 3. Giving direction and support to handle common child care/school-age issues such as diapering, feeding, toilet training, peer interactions, multi-age grouping, school-agers involvement in program decisions
 4. Supporting age appropriate behavior management techniques and assisting staff to handle issues such as conflict resolution, crisis management, in order to minimize violent behavior
- B. Communicates, both formally and informally, to parents about their individual child's development, program and policy issues, and business aspects of caring for their child as demonstrated by:
 1. Supporting staff in communicating with parents
 2. Providing a means for accommodating parents with diverse backgrounds and parenting expectations
 3. Educating parents about child development and behavioral expectations of children in group settings
 4. Providing information and support to assist parents in their role as parents
 5. Providing information on community resources related to all aspects of family life
- C. Provides a food program which is nutritious, sanitary, cost effective and responsive to scheduling needs of the program.
- D. Refers families to social services and/or health services appropriate to their individual needs.
- E. Provides a mechanism which defines: tasks, job roles, the distribution of authority, quality standards and concepts of teamwork and decision making within the program.
- F. Manages the program efficiently using an organized system which may include the use of computers.

ADM-3 To market the program to parents and the community.

A competent administrator:

- A. Assesses supply and demand characteristics of the area served, and positions the program to respond to those needs.
- B. Creates or participates in efforts to market the program including: defining and maintaining the image of the program, maintaining the appearance of the building, and developing appropriate marketing materials, (e.g. advertisements, brochures, promotional campaigns, staff incentives.)

- C. Manages the response to parental inquiries including defining the role of all staff in marketing, handling phone calls, tours, and managing a waiting list.
- D. Maintains optimum enrollment.

ADM-4 To administer effectively a program of personnel management and staff development*

A competent administrator::

- A. Develops and/or manages personnel policies.
- B. Manages payroll, fringe benefit and leave policies.
- C. Recruits, selects and retains staff.
- D. Provides incentives to attract and maintain quality staff.
- E. Schedules staff consistent with enrollment patterns, involves staff in scheduling decisions, secures and supervises substitutes.
- F. Provides staff development which includes orientation, in-service and career development training. Understands concepts of adult learning and motivates staff to participate in training.
- G. Provides guidance and supervision for each employee as demonstrated by:
 - Communicating clear expectations for performance
 - Supporting staff in their development and accomplishment of professional goals and objectives
 - Motivating and challenging staff to set a high standard
 - Observing objectively and giving constructive feedback in a way that helps staff to grow professionally
 - Supervising and monitoring staff so that quality job performance is recognized and inadequate job performance leads to remediation and/or termination when necessary
- * Using knowledge of different supervisory styles and methods to meet individual needs of staff.
- Modeling appropriate behavior.
- H. Develops and manages a formal staff evaluation process which is based on observation and opportunities for regular and continuous self-evaluation.

**This competency goal and indicators on staff development and personnel policies are not relevant to family day care providers unless they employ other staff.*

ADM-5 To maintain and develop the facility.
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A competent administrator :

- A. Establishes procedures to maintain compliance with all applicable codes --fire, occupational safety , health, sanitation, building and zoning.
- B. Oversees janitorial and maintenance of building, grounds, and vehicles to ensure safe working conditions and enforcement of procedures for maintenance and repair .
- C. Establishes and maintains security practices.
- D. Ensures appropriate room arrangement/space design and supports effective space design based on knowledge of environmental psychology and childhood development.
- E. Manages shared space as necessary as demonstrated by:
 - 1. Negotiating and maintaining a mutually positive relationship with host and/or other users
 - 2. Motivating and supporting staff in the use of shared space

ADM-6 To possess legal knowledge necessary for effective management.

A competent administrator works with legal counsel and demonstrates general knowledge of:

- A. Applicable regulatory standards
- B. Custody issues that effect child care
- C. Child abuse and neglect laws
- D. Mandated reporting laws for child abuse and neglect
- E. Confidentiality laws that effect children
- F. Labor laws that effect children
- G. Anti-discrimination laws (including disability laws) that effect children and employees
- H. Working knowledge of potential liability issues
- I. Health and occupational Safety rules
- J. Basics of contracts that effect the program

ADM-7 To foster good community relations and to influence child care policy that effects the program.

A competent administrator:

- A. Possess knowledge of community services and functions which may include:
 - 1. Other child care programs (differences and similarities, salary information, fees and service options, and working relationships with other administrators)
 - 2. Child care resource and referral agencies and services offered to parents and providers
 - 3. Vendors and service providers needed by the program and/or by families
 - 4. Current child care policies and changes that affect the program including regulatory policies, funding policies, and government structure
 - 5. Legislative process and avenues for participation
 - 6. Media and other methods to develop public support
- B. Builds community networks and coalitions as needed.
- C. Demonstrates communication skills including:
 - 1. Public speaking
 - 2. Writing (proposals, business plans)
 - 3. Supervising the production of brochures, fliers, parent handbooks
 - 4. Giving media interviews and maintaining media contacts
 - 5. Maintaining regular communication with other advocates
- D. Maintains ongoing commitment to educate the community on issues effecting children and child care programs.

ADM8 To practice responsible financial management.*

A competent administrator:

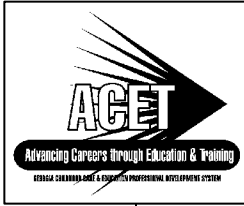
- A. Assumes responsibility for financial management and facilitates decision making by directing financial staff on methods to present figures on income, expenditures, enrollment, and other information as demonstrated by:
 - 1. Understanding and using financial tools and concepts including budget, fixed and variable expense, cash flow, deviation analysis, staffing plans and break-even analysis
 - 2. Understanding concepts of income projection including pricing strategies, effect of discount policies and full time equivalent enrollment
 - 3. Ensuring cost effective purchase of supplies and equipment
 - 4. Maintaining accurate and complete financial expenditure reports
 - 5. Collecting tuition fees in an efficient and tactful manner
 - 6. Developing a compensation structure that rewards staff retention and increased knowledge and skills
 - 7. Identifying federal, state, and local funding sources, both public and private
 - 8. Mobilizing needed resources which may include the use of fundraising, unrelated business income, value added programs, government grants, or purchase of service agreements

*The above indicators are needed by program administrators who serve as executives fully responsible for program operation. If the income side of the budget is someone else's responsibility, the administrator may not need the full range of competency indicators. Administrators of small programs need the competency indicators at a more generalist level than administrators of large programs.

ADM-9 To maintain a commitment to ongoing personal/professional growth and development

A competent administrator:

- A. Maintains personal stability and confidence, self-awareness, desire for growth and ability to change.
- B. Attends relevant, continuous and appropriate training.
- C. Strives to serve as a mentor for staff, parents, and the community.
- D. Maintains memberships in professional organizations and child advocacy groups.
- E. Establishes and maintains professional support systems.
- F. Maintains a balance between professional, program, and personal responsibilities.
- G. In a family day care setting, establishes policies and practices to allow a smooth transition between his/her child care business and his/her family home life at all levels (i.e. physical, social, emotional, intellectual.)



Early Care and Education Professional

Competency Goals and Indicators

ECE-1 To understand the principles of child growth and development.

A competent professional:

- A. Uses knowledge of child growth and development as a foundation for working effectively with children as demonstrated by:
 - 1. Explaining to others the childhood stages of development and stages of play.
 - 2. Describing the sequence in which children develop physical skills.
 - 3. Describing how children develop language skills and using a variety of methods for enhancing language development.
 - 4. Stimulating children through all learning modes, including sight, hearing touch, taste, and smell.
 - 5. Defining self-concept and promoting a positive self-image.
 - 6. Taking time to thoughtfully observe and collect samples of children's work in order to know each child individually.
 - 7. Using knowledge about individual child's interests, abilities, goals and special needs to plan appropriate learning experiences.
 - 8. Creating situations and providing support for children to initiate the development of new skills, to build on existing knowledge and skills, and to practice newly acquired skills.
 - 9. Allowing each child to participate at their own level of interest and ability.
 - 10. Identifying developmentally appropriate behavior and stating reasonable expectations for children.
 - 11. Recognizing and supporting children's individual styles of interaction and making friends.
 - 12. Responding appropriately to typical and atypical interactions among children.
 - 13. Responding immediately to the needs of children who are crying or distressed.
 - 14. Knowing about the characteristics and special needs of children within the program.
 - 15. Recognizing and providing quality experiences and interactions for children with special needs.
 - 16. Considering the interconnection of a variety of variables which affect children (family situations, peers, personality, temperament, time of day, weather, need for sleep, hunger, availability of materials, etc.) when resolving problems, and for short and long-term goal setting.

ECE-2 To establish and maintain a safe, healthy learning environment.

A competent professional:

- A. Provides a safe environment to prevent and reduce injuries as demonstrated by:
 - 1. Ensuring all toys and materials provided for use by children are safe.
 - 2. Providing supervision that is appropriate for developmental level of children.
 - 3. Following established emergency plans and procedures, including CPR and first aide.
- B. Promotes good health and nutrition and provides an environment that contributes to the prevention of illness as demonstrated by:
 - 1. Implementing general hygiene practices consistently to reduce the spread of infectious disease.
 - 2. Practicing and encouraging health maintenance habits in children.
 - 3. Organizing diapering/toileting procedures to maintain health-
 - 4. Providing and organizing meals/snacks to meet the nutritional and developmental needs of children.
 - 5. Providing a pleasant and appropriate environment conducive to rest each day.
- C. Uses space, relationships, materials and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership as demonstrated by:
 - 1. Providing a well-arranged space which meets the developmental needs of children during routines and play
 - 2. Making available a variety of developmentally appropriate materials
 - 3. Organizing materials conducive for children's play.
 - 4. Providing a schedule that meets children's needs for routine, play and freedom of choice.
 - 5. Encouraging children to take care of their environment both inside and out.

ECE- 3 To advance physical and intellectual competence.

A competent professional:

- A. Provides a variety of equipment, activities and opportunities to promote the physical development of children as demonstrated by:
 - 1. Offering a variety of activities that enable children to develop their large and small muscles.
 - 2. Adapting program activities to meet the individual needs of all children, including those with special needs.
 - 3. Offering opportunities for children develop their senses.
- B. Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children as demonstrated by:
 - 1. Making accessible a variety of developmentally appropriate materials and activities that encourage curiosity, exploration and problem solving to children throughout the day.
 - 2. Engaging in interactions with children that provide support for play, exploration, and learning.
 - 3. Recognizing, addressing and providing for children's individual learning styles.
- C. Actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings as demonstrated by:
 - 1. Engaging in frequent and respectful communication with each individual child.
 - 2. Talking with children in a way that is appropriate to their developmentally level.
 - 3. Encouraging children to talk and engaging children in meaningful, open-ended conversations individually and as a group.
 - 4. Responding positively to children's attempts to communicate.
 - 5. Providing a developmentally appropriate, print-rich environment, in which children learn about books, literature and writing.
 - 6. Involving children in making decisions that affect routine activities.
- D. Provides opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas in individual ways and to express their creative abilities as demonstrated by:
 - 1. Encouraging and appreciating individual expression and creativity.
 - 2. Providing a variety of developmentally appropriate musical experiences and equipment.
 - 3. Providing art experiences with varied mediums that are developmentally appropriate and open-ended.
 - 4. Providing opportunities for dramatic play experiences, with a variety of developmentally appropriate props that can be extended to other aspects of the curriculum and areas of the environment.
 - 5. Providing opportunities for a variety of developmentally appropriate block play.

ECE-4 To support social and emotional development and provide positive guidance.

A competent professional:

- A. Provides physical and emotional security for each child and helps them to know, accept and take pride in himself or herself and to develop a sense of independence as demonstrated by:
 - 1. Giving each child the message that he/she is important, respected and valued.
 - 2. Establishing an atmosphere of mutual trust.
 - 3. Helping individual child develop a sense of security -
 - 4. Encouraging self-help skills and following developmentally appropriate diapering/toileting procedures.
 - 5. Providing activities for children to build on existing knowledge and skills, to practice newly acquired skills and develop new skills.
 - 6. Supporting children through separation anxiety and through transitions to new environments or groups.
- B. Helps each child feel accepted in the group, helps them learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults as demonstrated by:
 - 1. Encouraging and modeling feelings of empathy and respect for others.
 - 2. Using unbiased curriculum.
 - 3. Encouraging children to respect themselves, others and the environment.
- C. Provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group as demonstrated by:
 - 1. Implementing strategies (e.g. routines, transitions, room arrangement, activities) for avoiding problems.
 - 2. Using appropriate positive guidance and behavior management techniques that relate to the knowledge of each child's personality and developmental level.

3. Allowing children to experience the natural consequences for their behavior and to take responsibility for their actions.
4. Avoiding the use of time out.
5. Guiding children through conflict resolution.
6. Involving children in the establishment of guidelines for acceptable and appropriate behavior.

ECE-5 To establish positive and productive relationships with families.

A competent professional:

- A. Maintains an open, friendly and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family as demonstrated by:
 1. Providing various opportunities to appreciate children's families as part of the regular program.
 2. Using information about families' cultures, religion and child-rearing practices in experiences offered to children.
 3. Offering various opportunities for parents to learn about and understand the development of their child's point of view.
 4. Providing information and resources to help families meet their needs.
 5. Providing support for families in stress or in crisis.

ECE-6 To ensure a well-run, purposeful program responsive to individual children's needs

A competent professional:

- A. Uses all available resources to ensure an effective operation as demonstrated by:
 1. Making or obtaining materials and equipment appropriate to the developmental needs of children.
 2. Establishing liaisons with community resources and social services to support needs of individual children and families.
 3. Implementing and modifying activities to be responsive to individual child (e.g. special needs, various ages, highly active, health restricted, in-crisis)
 4. Identifying, reporting, and meeting the needs of abused, neglected or deprived children.
- B. Organizes, plans and keeps records as demonstrated by:
 1. Using observation and assessment as a basis for planning learning experiences and activities.
 2. Maintaining records concerning the growth, health, behavior and progress of each child and the group.
 3. Sharing information with parents and other appropriate adults.
 4. Implementing procedures for smooth transitions from one group to another.
- C. Communicates and cooperates with co-workers as demonstrated by:
 1. Acquaint new staff, substitutes or volunteers to routines and to the abilities and special needs of each child.
 2. Practicing cooperation, supporting co-workers and encouraging team work.
- D. Participates in ongoing program evaluation and program improvement efforts.

ECE-7 To maintain a commitment to professionalism.

A competent professional:

- A. Makes decisions based on knowledge of early childhood theories and practices, and promotes quality in child care services.
- B. Takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.
- C. Attends and participates in staff meetings.
- D. Acts as a positive role model for children and families.
- E. Demonstrates confidentiality and upholds principles of ethical conduct
- F. Keeps abreast of regulatory, legislative and workforce issues and how they affect the welfare of young children.
- G. Demonstrates a positive attitude toward her/his role in working with children.
- H. States and reflects program's philosophy, goals and objectives through words and actions.
- I. Practices self-assessment and pursues information necessary to be effective through a variety of resources (i.e. education/training, professional association memberships, books and periodicals, networking with other professionals).
- J. Acts as an advocate for individual child and their family.
- K. Maintains a balance between professional, program, and personal responsibilities.

In a family day care setting, establishes policies and practices to allow a smooth transition between the child care business and family home life at all levels (i.e. physical, social, emotional and intellectual).



School-Age Professional Competency Goals and Indicators

SAC-1 To understand the development of school-age children: Early school-age (5-6); Middle school-age (7-9); and Early adolescence (10 and older)

A competent professional:

- A. Demonstrates specialization in the age group served.
- B. Demonstrates knowledge of child and youth development across all competency areas.
- C. Demonstrates an awareness of gender differences in child and youth development, and delivers a program free from gender, cultural or other bias.
- D. Demonstrates an awareness of unique characteristics that affects the development of children with special needs.

SAC-2 To establish a safe, healthy environment and promote wellness.

A competent professional:

- A. Demonstrates proficiency in CPR, first aid and child abuse prevention.
- B. Provides a safe indoor and outdoor environment to prevent and reduce illness and injuries, and meets licensing safety standards.
- C. Promotes good health and nutrition, and meets public health standards and USDA nutritional guidelines.
- D. Demonstrates awareness of safety/health issues of special needs children.
- E. Demonstrates knowledge of nonviolent conflict resolution and is able to support children in this effort.
- F. Provides age appropriate supervision and intervention using guidelines and procedures to prevent mental, emotional and physical health/safety dangers.
- G. Initiates appropriate procedures to provide short-term crisis management related to health issues (e.g. depression, stress, drug abuse, teen pregnancy).
- H. Demonstrates knowledge in utilizing guidelines and procedures to refer participants in crisis to appropriate resources.
- I. Follows established emergency plans and procedures.
- J. Uses space, relationships, materials and routines as resources for constructing an interesting, secure and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.

SAC-3 To advance physical and intellectual competence and enhance recreational activity.

A competent professional:

- A. Plans a program appropriate for school-agers that includes new and varied activity choices.
- B. Demonstrates flexibility to allow choices that match children's needs and interest.
- C. Gives children the option of choosing rest and relaxation.
- D. Provides and utilizes a variety of equipment, activities and opportunities to promote the physical development of school-age children, including children with special needs.
- E. Provides opportunities for children to be aware of and involved in the community and career awareness activities.
- F. Provides opportunities which stimulate creativity such as music, drawing, fine arts, drama and language.
- G. Provides learning opportunities free from gender, cultural or other bias.

SAC-4 To support social and emotional development and provide positive guidance

A competent professional:

- A. Communicates actively with children, and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- B. Provides physical and emotional security to help each child know, accept, and take pride in himself or herself.
- C. Provide children the freedom to develop independence and accept responsibility for their actions.
- D. Helps each child feel accepted in the group. Helps them learn to communicate and get along with others. And encourages feelings of empathy and mutual respect among children and adults.
- E. Recognizes and supports the increasing importance of peer relations and close friendships in school-agers' lives.
- F. Encourages relationships that are accepting of differences and free from biases.
- G. Promotes the development of social skills and facilitates appropriate interactions with both mixed and same-age groups.

- H. Provides a supportive environment in which children learn and practice appropriate and acceptable behaviors as individuals and as a group.

SAC-5 To establish positive and productive relationships with families.

A competent professional:

- A. Maintains an open, friendly and cooperative relationship with each child's family encouraging their involvement in the program and supporting the child's relationship with his or her family.
- B. Respects the varieties of families and maintains unbiased relationships with all families served.
- C. Uses program guidelines for referral of families in crisis.

SAC-6 To ensure a well-run purposeful program responsive to the needs of individual children.

A competent professional:

- A. Supports the goals and philosophy of the program.
- B. Uses all available resources to ensure effective operation.
- C. Organizes, plans and keeps accurate records.
- D. Communicates effectively and cooperates with co-workers.
- E. Encourages children to take ownership in the program by providing opportunities for sharing ideas and decision making that contributes to shaping the program to meet their needs.
- F. Maintains open communication with host agency, and understands roles and responsibilities of all involved parties. Participates in ongoing program evaluation and program improvement efforts.
- G. Plans, implements and modifies activities to be responsive to individual children (e.g. special needs, various ages, hyperactive, health restricted, in-crisis).
- H. Identifies, reports and meets the needs of abused, neglected or deprived children.

SAC-7 To maintain a commitment to professionalism.

A competent professional:

- A. Makes decisions based on knowledge of child and youth development theory and appropriate practices and promotes quality in school-age services.
- B. Takes advantage of opportunity to improve competence, both for personal and professional growth and for the benefit of children and families.
- C. Attends and participates in staff meetings.
- D. Acts as a positive role model for children and families.
- E. Demonstrates confidentiality and upholds principles of ethical conduct.
- F. Keeps abreast of regulatory, legislative and workforce issues and how they affect the welfare of children.
- G. Demonstrates a positive attitude toward her/his role in working with children.
- H. States and reflects program's philosophy, goals and objectives through words and actions.
- I. Practices self-assessment and pursues information necessary to be effective through a variety of resources, (e.g. education/training, professional association memberships, books and periodicals, networking with other professionals).
- J. Acts as an advocate for individual children and their families.